



# State of New Jersey 2014-15

## OVERVIEW

MERCER  
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GRADE SPAN 06-08

21-5715-140  
COMMUNITY MIDDLE SCHOOL  
95 GROVERS MILL ROAD  
PLAINSBORO, NJ 08536

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

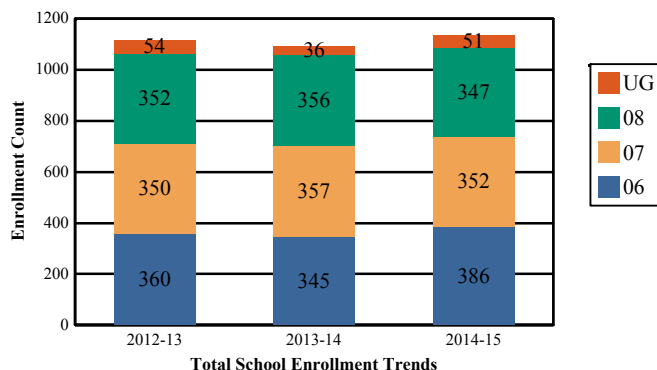
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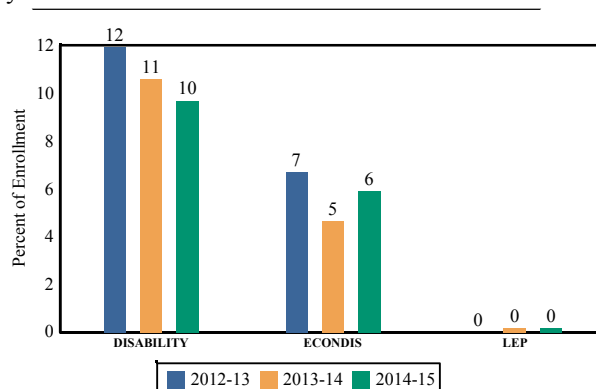
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



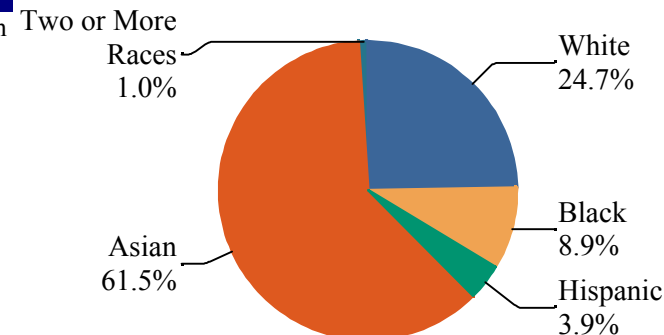
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



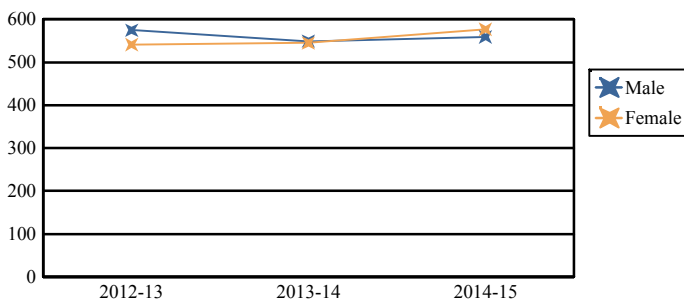
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	1,116
2013-14	1,094
2014-15	1,136

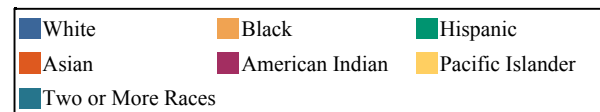
### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	110	10%
Economically Disadvantaged Students	67	5.9%
English Language Learners	2	0.2%



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	54.1%
Hindi	8.9%
Chinese	8.4%
Telugu	7.2%
Tamil	5.1%
Spanish	2.7%
Other	13.7%

	Male	Female
2012-13	575	541
2013-14	549	545
2014-15	559	577

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>81%</b>	<b>91</b>	<b>96</b>
Math Met or Exceeded Expectation	<b>75%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1015	81.4%	95%	96.4%	<b>YES</b>
White	251	74.9%	95%	93.5%	<b>YES*</b>
African American	85	47%	95%	95%	<b>YES</b>
Hispanic	39	59%	95%	93.3%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	630	90.1%	95%	97.9%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	94	21.2%	95%	95.3%	<b>YES</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	58	43.1%	95%	94.4%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1008	74.5%	95%	95.8%	YES
White	250	61.2%	95%	92.9%	YES*
African American	84	31%	95%	94%	YES*
Hispanic	40	37.5%	95%	95.7%	YES
American Indian	-	-	--	--	--
Asian	624	88.1%	95%	97.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	13.1%	95%	93.4%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	57	31.6%	95%	93%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	354	775	749	2%	5%	14%	49%	31%	80%	50%
White	97	768	755	2%	8%	14%	56%	20%	75%	59%
African American	28	745	732	7%	25%	36%	14%	18%	32%	29%
Hispanic	14	758	736	0%	7%	29%	57%	7%	64%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	212	783	770	0%	1%	9%	50%	39%	89%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	35	727	718	17%	37%	34%	9%	3%	11%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	736	733	13%	26%	26%	35%	0%	35%	30%

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	333	781	750	2%	5%	11%	34%	48%	82%	53%
White	77	769	757	4%	9%	14%	42%	31%	73%	61%
African American	30	746	730	7%	13%	33%	33%	13%	47%	31%
Hispanic	11	757	736	9%	9%	27%	36%	18%	55%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	211	790	777	0%	1%	6%	32%	60%	92%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	29	732	713	14%	21%	31%	31%	3%	34%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	727	733	17%	17%	33%	33%	0%	33%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	328	782	750	2%	6%	10%	45%	38%	83%	53%
White	77	773	757	3%	6%	14%	52%	25%	77%	61%
African American	27	756	730	11%	11%	15%	52%	11%	63%	31%
Hispanic	14	759	735	0%	29%	14%	36%	21%	57%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	207	790	778	0%	3%	7%	42%	47%	89%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	30	723	713	17%	37%	27%	20%	0%	20%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	23	752	732	9%	26%	9%	35%	22%	57%	34%



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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	354	768	743	3%	8%	17%	47%	25%	72%	42%
White	96	758	749	4%	8%	25%	50%	13%	63%	50%
African American	28	725	726	11%	50%	18%	21%	0%	21%	19%
Hispanic	14	735	731	14%	14%	43%	21%	7%	29%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	213	780	768	0%	2%	11%	51%	36%	86%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	35	718	718	29%	34%	23%	11%	3%	14%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	23	722	729	26%	39%	13%	17%	4%	22%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	303	768	740	1%	7%	13%	58%	22%	80%	38%
White	77	758	745	1%	10%	22%	56%	10%	66%	46%
African American	29	739	725	3%	28%	28%	41%	0%	41%	17%
Hispanic	11	747	730	0%	27%	27%	45%	0%	45%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	182	778	760	0%	1%	5%	62%	32%	94%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	28	735	715	4%	43%	29%	18%	7%	25%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	11	733	728	0%	36%	36%	27%	0%	27%	21%

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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	283	775	740	1%	3%	18%	58%	19%	77%	40%
White	64	761	746	2%	2%	33%	56%	8%	64%	47%
African American	18	751	722	0%	11%	44%	44%	0%	44%	20%
Hispanic	11	749	725	0%	18%	27%	55%	0%	55%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	187	784	769	2%	2%	10%	61%	26%	87%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	760	725	0%	13%	20%	67%	0%	67%	21%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	813	721	0%	0%	0%	32%	68%	100%	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	33	814	751	0%	0%	0%	30%	70%	100%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 08

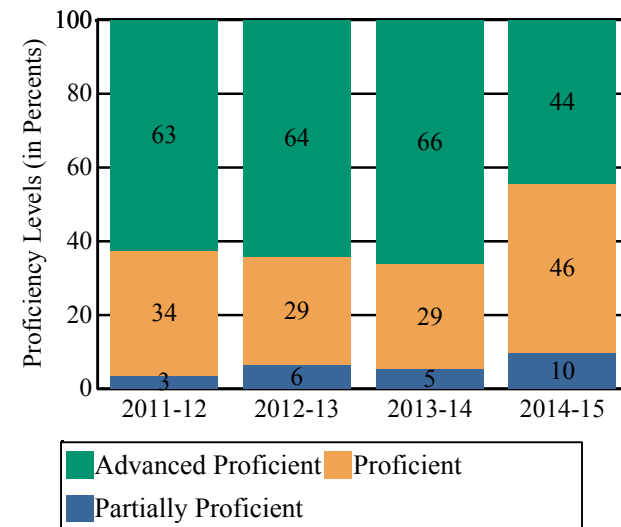
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	46%	10%
White	35%	52%	13%
African American	17%	53%	30%
Hispanic	47%	29%	24%
American Indian	-	-	-
Asian	52%	43%	4%
Two or More Races	-	-	-
Students with Disability	0%	41%	59%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	50%	27%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
377	293

### Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
89.7%	76.1%

- Data Suppressed to protect the confidentiality of students



## COLLEGE AND CAREER READINESS

MERCER

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State of New Jersey

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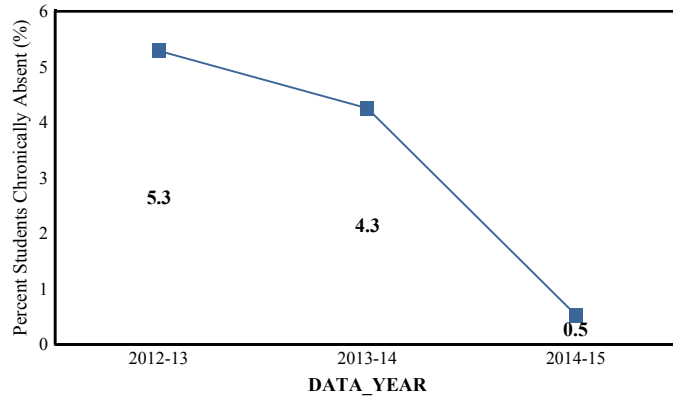
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### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

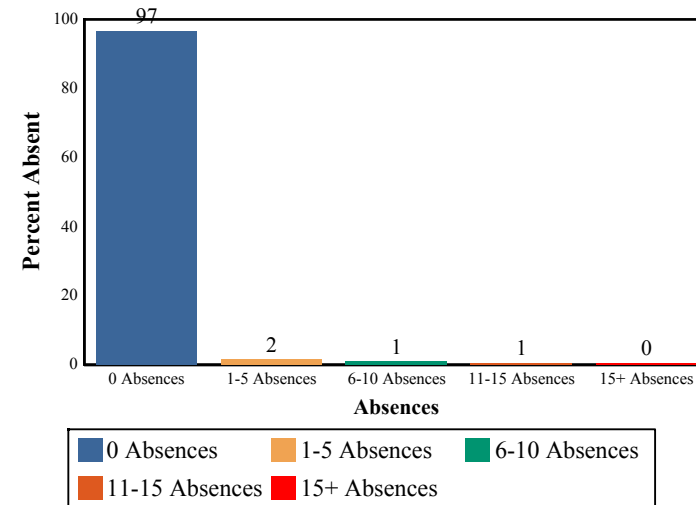


Chronic Absenteeism for 2014-15

0.53%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	4.3%	3.9%
Music	70.1%	66.0%
Visual Arts	27.1%	71.1%
Total: All Visual and Performing Arts	84.5%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

COMMUNITY MIDDLE SCHOOL  
95 GROVERS MILL ROAD  
PLAINSBORO, NJ 08536

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	60	75	81	35	YES
Student Growth on Math	62	81	88	35	YES
		78	85		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	1%	0%
Approached	6%	4%	1%
Met	12%	17%	14%
Exceeded	3%	9%	28%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	5%	2%	2%
Approached	7%	4%	3%
Met	11%	18%	20%
Exceeded	0%	3%	20%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MERCER**

**W WINDSOR-PLAINSBORO REG**

**GRADE SPAN 06-08**

**COMMUNITY MIDDLE SCHOOL**

**95 GROVERS MILL ROAD**

**PLAINSBORO, NJ 08536**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	794	770
50th	776	749
25th	757	726
0th	656	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	37	44
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**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	788	763
50th	770	742
25th	744	721
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	44	42
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**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

21-5715-140  
COMMUNITY MIDDLE SCHOOL  
95 GROVERS MILL ROAD  
PLAINSBORO, NJ 08536

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	803	776
50th	783	751
25th	760	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	804	777
50th	784	751
25th	760	723
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	784	759
50th	771	740
25th	756	720
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

## SCHOOL CLIMATE

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 6 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.9%

## State of New Jersey 2014-15

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### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	379

**SCHOOL PEER GROUP**

**MERCER**  
**W WINDSOR-PLAINSBORO REG**

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**21-5715-140**  
**COMMUNITY MIDDLE SCHOOL**  
**95 GROVERS MILL ROAD**  
**PLAINSBORO, NJ 08536**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	LINWOOD CITY	BELHAVEN MIDDLE SCHOOL	01-2680-020	05-08	7.7%	0%	11.4%
ATLANTIC	PORT REPUBLIC CITY	PORT REPUBLIC SCHOOL DISTRICT	01-4240-050	KG-08	9.2%	0%	16.2%
BERGEN	CRESSKILL BORO	CRESSKILL MIDDLE SCHOOL	03-0990-045	06-08	1%	5.7%	11.6%
BERGEN	NORTHVALE BORO	NATHAN HALE M.S.	03-3730-050	KG-08	0%	6.9%	13.4%
BERGEN	OAKLAND BORO	VALLEY MIDDLE SCHOOL	03-3760-080	06-08	6.5%	0.5%	13.4%
BERGEN	PARAMUS BORO	EAST BROOK MIDDLE SCHOOL	03-3930-065	05-08	6.7%	3.7%	17.5%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	4.6%	0.6%	9.1%
BURLINGTON	MEDFORD TWP	MEDFORD MEMORIAL MIDDLE SCHOOL	05-3080-055	07-08	6.9%	0.6%	13.4%
BURLINGTON	RIVERTON	RIVERTON SCHOOL	05-4460-050	KG-08	9%	0%	16.2%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP MIDDLE SCHOOL	09-5340-030	06-08	7.7%	0.2%	13.4%
HUNTERDON	DELAWARE TWP	DELAWARE TOWNSHIP SCHOOL	19-1040-040	PK-08	9%	1.1%	19.3%
HUNTERDON	KINGWOOD TWP	KINGWOOD TOWNSHIP SCHOOL	19-2450-050	PK-08	8.9%	0%	16.3%
HUNTERDON	MILFORD BORO	MILFORD SCHOOL	19-3180-050	PK-08	7.3%	2.1%	16.5%
MERCER	W WINDSOR-PLAINSBORO REG	COMMUNITY MIDDLE SCHOOL	21-5715-140	06-08	5.9%	0.2%	9.7%
MERCER	W WINDSOR-PLAINSBORO REG	THOMAS R GROVER MIDDLE SCHOOL	21-5715-035	06-08	3.5%	2.7%	7.4%
MONMOUTH	COLTS NECK TWP	CEDAR DRIVE MIDDLE SCHOOL	25-0945-030	06-08	5.7%	3%	16.8%
MONMOUTH	OCEANPORT BORO	MAPLE PLACE MIDDLE SCHOOL	25-3830-030	05-08	8.3%	0.7%	18.8%
MORRIS	RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	27-4330-075	06-08	8%	1.4%	18.5%
PASSAIC	WAYNE TWP	ANTHONY WAYNE MIDDLE SCHOOL	31-5570-065	06-08	8.1%	0.3%	13%
SOMERSET	BEDMINSTER TWP	BEDMINSTER TOWNSHIP PUBLIC SCHOOL	35-0240-020	PK-08	7.2%	3.3%	17.1%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL MIDDLE SCHOOL	35-0555-010	07-08	9.6%	0%	16.9%
SOMERSET	GREEN BROOK TWP	GREEN BROOK MIDDLE SCHOOL	35-1810-030	05-08	7.5%	1.4%	13.9%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL	35-2170-035	07-08	8.7%	0.8%	16.3%

**SCHOOL PEER GROUP**

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SOMERSET	SOMERSET HILLS REGIONAL	<b>BERNARDSVILLE MIDDLE SCHOOL</b>	35-4815-040	05-08	9.1%	0.7%	14.5%
SUSSEX	BYRAM TWP	<b>BYRAM INTERMEDIATE SCHOOL</b>	37-0640-030	05-08	8.8%	0.2%	18.6%
SUSSEX	GREEN TWP	<b>GREEN HILLS SCHOOL</b>	37-1800-060	KG-08	5.7%	0%	10.2%
UNION	CLARK TWP	<b>CARL H. KUMPF SCHOOL</b>	39-0850-035	06-08	6.3%	1%	13.8%
UNION	NEW PROVIDENCE BORO	<b>NEW PROVIDENCE MIDDLE SCHOOL</b>	39-3560-080	07-08	5.3%	0.3%	10%
UNION	SCOTCH PLAINS-FANWOOD REG	<b>PARK MIDDLE SCHOOL</b>	39-4670-060	05-08	8.2%	0.8%	16.6%
WARREN	ALLAMUCHY TWP	<b>ALLAMUCHY TOWNSHIP SCHOOL</b>	41-0030-010	02-08	9.4%	0.6%	19.9%
WARREN	GREAT MEADOWS REGIONAL	<b>GREAT MEADOWS REGIONAL MIDDLE SCHOOL</b>	41-1785-040	06-08	9.1%	1%	18.9%